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ABSTRACT

The purpose of this investigation was to design a classification system for determining the operating costs of day care centers for preschoolers. The basic hypothesis of the study was that ownership arrangements and programs of day care centers could both be used to predict such characteristics as variations in clientele, facilities, staffing patterns, and organizational arrangements. A census was taken of 543 state-licensed preschool day care centers in Chicago. Programs were classified according to four factors: (1) Success-Orientation: mastery of skills/mastery of interpersonal relationships; (2) Supervision: directed learning/non-directed learning; (3) Skill Development: fixed tasks/flexible tasks; and (4) Reward-Motivation: operant conditioning/positive reinforcement. The report suggests that the test of accuracy of the cost analysis procedures will be their ability to provide insight into such matters as good management strategies, optimum sizes of day care centers, suitable fee schedules, proper ratios between indebtedness and net income, and appropriate staffing patterns. Evidence gathered to date indicates that the classification system may be used as a predictive device. [Filmed from best available copy]. (AJ)

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Classifying Day Care Centers for Cost Analysis

By Keith McClellan

Recognizing that reliable data on the costs of opening and operating day care centers are virtually non-existent, officials in the Children's Bureau, Office of Child Development, U. S. Department of Health, Education and Welfare discussed ways of obtaining such data in the early 1960's. It was understood that there are numerous technical difficulties involved in obtaining reliable cost data on day care centers. Consequently, the Welfare Council of Metropolitan Chicago received a continuation grant from the Children's Bureau in October, 1969, to apply the experience it had gained in the Cost Analysis of Children's Institutions to the cost analysis of the operation of day care centers. The problems of determining initial capital investment costs were deferred.

In January, 1970, the Welfare Council undertook the design of a manual for day care center cost analysis in a local community. This manual was to be a blueprint for data acquisition that would establish norms for sound patterns of fiscal support for day care centers. Such norms could, in turn, encourage more effective management, financing, accountability, and planning of day care service.

At the outset, the definition and classification of day care services were seen as requisites to (1) the development of cost ranges for comparable services and (2) the determination of the population from which a representative sample can be drawn to collect data necessary to ascertain the

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costs of these services.

There is a great deal of ambivalance associated with the term day care. It is used to describe a wide variety of child care arrangements available for less than twenty-four hours outside a child's own home. The settings, functions, philosophies, activities, size, clientele, and ownership arrangements implied by the term are manifold.

The State of Illinois Child Care Act of 1969 specifies two distinct types of day care settings: day care homes and day care centers. A day care home is a family home which is licensed to receive up to eight children for care during a day. The maximum of eight children includes the family's natural or adopted children under eighteen years of age who are in the home under full-time care. The Act defines "day care center" to mean "any child care facility receiving more than 8 children for day-time care during all or part of a day." This definition includes facilities commonly call "child care centers," "day nurseries," "nursery schools," "kindergartens," "play groups," and "centers or workshops for mentally or physically handicapped" with or without stated educational purposes. According to the Act:

> The term does not include (a) kindergartens or nursery schools or other daytime programs operated by public or private elementary school systems or secondary level school units or institutions of higher learning; (b) facilities operated in connection with a shopping center or service, or other similar facility, where transient children are cared for temporarily while parents or custodians of the children are occupied on the premises, or are in the immediate vicinity and readily available; (c) any type of day care center that is conducted on Federal government premises; or (d) special activities programs, including athletics, crafts instruction and similar activities conducted on an organized and periodic basis by civic, charitable and governmental organizations.[1]

Thus, privately owned nurseries are licensed as day care, but nurseries operated by a board of education or a parochial school are not. Centers

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[1] Standards for Licensed Day Care Centers and Night-time Centers (Illinois: State of Illinois Department of Children and Family Services, Jan. 1, 1970).

for mentally disturbed children are often licensed as day care, but in some cases they are licensed as multi-service institutions. Centers for the retarded and/or for the physically handicapped are licensed as day care but they are also licensed as multi-service institutions, and in some instances--particularly when parents are involved in supervision--they are not required to be licensed at all. Park board recreation programs that share common characteristics with those of day care centers are not usually licensed, but they are on occasion. Some Head Start centers are licensed, while others are not.

According to contract specifications, the Welfare Council of Metropolitan Chicago's project on day care cost analysis is limited to day care centers. Thus, day care homes were eliminated from consideration in the project's first year efforts in classification and cost analysis procedures.[2] As there are currently only thirty day care centers for school-aged children in operation, this recognized form of day care service delivery was also eliminated from consideration in the development of the classification system for the project.

Having confined the scope of the problem to designing a manual for determining the operating costs of day care centers for pre-school children, it was possible to address the problem of organizing the project to achieve this goal.

An extensive literature review and reconnaissance surveys were conducted in order to ascertain those areas of concern in which data were to be collected.[3]

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[2]The procedure for keeping records used by the State of Illinois, Department of Children and Family Services, was a contributing factor in the decision to eliminate day care homes from consideration. Records on day care homes are kept without coding differentiation in the same files with records on foster homes. Published statistics do not differentiate between these two types of service.

[3]More than 422 pieces of relevant literature on day care were reviewed.

Because there is a dearth of reliable statistical information about day care centers for pre-school children, it was decided that a census of day care centers is a prerequisite to meaningful classification.

Despite the moderate bias introduced by the licensing requirements of State regulatory agencies such as the State Department of Children and Family Services in Illinois, the list of day care centers licensed by this agency does provide the most accessible source of centers in metropolitan Chicago. Moreover, the range of programs included within the State of Illinois day care licensing provisions and the foundation for quality control which it affords offset the disadvantage of the moderate licensing bias. In order to gather the necessary information on day care center characteristics, a census of the 543 pre-school day care centers licensed by the State of Illinois, as of February 1, 1970, was conducted.

Because of limitations of time and money, a mailed self-administered questionnaire, which was intended to take a maximum of thirty minutes to complete, was designed. The questionnaire was conceived in five parts, one in each of the following areas of concern:

1. Ownership and management,
2. Facilities,
3. Measures of physical environment,
4. Clientele, and
5. Program (i.e., learning and teaching techniques).

A total of forty-five questions were asked in the questionnaire. These questions yielded 332 separate pieces of information about each center. Each of these pieces of information is a potential variable for cross-classification analysis. Moreover, it is possible to produce new variables by combining or editing information from the questionnaire. Information from the self-administered questionnaires was augmented by the insights gained from thirty-two selected, on-site reconnaissance visits.

Open-ended interviews with administrative personnel were administered at these centers.

By August 1, 1970, 293 responses had been received. These responses represented approximately fifty-four percent of the licensed day care centers in metropolitan Chicago. There was a slight bias in the responses that has a distorting influence on the data when they are used to describe the characteristics of all of the day care centers in metropolitan Chicago. Proprietary centers, centers licensed for less than thirty children, and centers with insecure management,program, or financial status are somewhat under-represented in the responses. (See Tables I and II.) However, the value of the classification scheme is independent of this source of bias.

Table I

Licensed Day Care Centers Serving Pre-School and School-Aged Children

-By Average Daily Attendance

	Average Daily Attendance						
	0-29		30-59		60+		ROW
Children Served	%	No.	%	No.	%	No.	TOTALS
Pre-School	37	(200)	42	(230)	21	(114)	544
School-Aged	28	(8)	38	(11)	34	(10)	29
TOTAL							573

The basic hypothesis of the study was that ownership arrangements and programs of day care centers could both be used to predict such characteristics as variations in clientele, facilities, staffing patterns, and organizational arrangements. Formally, therefore, ownership arrangements and

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Table II

Comparison of Number of Centers for Pre-School Children Which Responded to Questionnare
And Number of Centers Licensed for Pre-School Children*

- By Average Daily Attendance and Ownership-Auspices

	Average Daily Attendance									
	0-29			30-59			60 +			
Ownership-Auspices	Centers In Our Sample %	Centers In Our Sample No.	Total Centers Licensed By State* No.	Centers In Our Sample %	Centers In Our Sample No.	Total Centers Licensed By State* No.	Centers In Our Sample %	Centers In Our Sample No.	Total Centers Licensed By State* No.	Centers In Our Sample Row Totals %	Centers In Our Sample Row Totals	Centers Licensed By State* Row Totals
Private	60	(30)	(50)	32	(28)	(88)	57	(27)	(47)	51	(95)	(185)
Church-Related	57	(33)	(58)	45	(21)	(47)	46	(12)	(26)	55	(72)	(131)
Not-for-Profit	59	(50)	(85)	41	(39)	(95)	51	(21)	(41)	55	(121)	(221)
Cooperative	50	(2)	(4)	100	(3)	(3)	--	(0)	(0)	71	(5)	(7)
Total										54	(293**)	(544)

* As of February 1, 1970

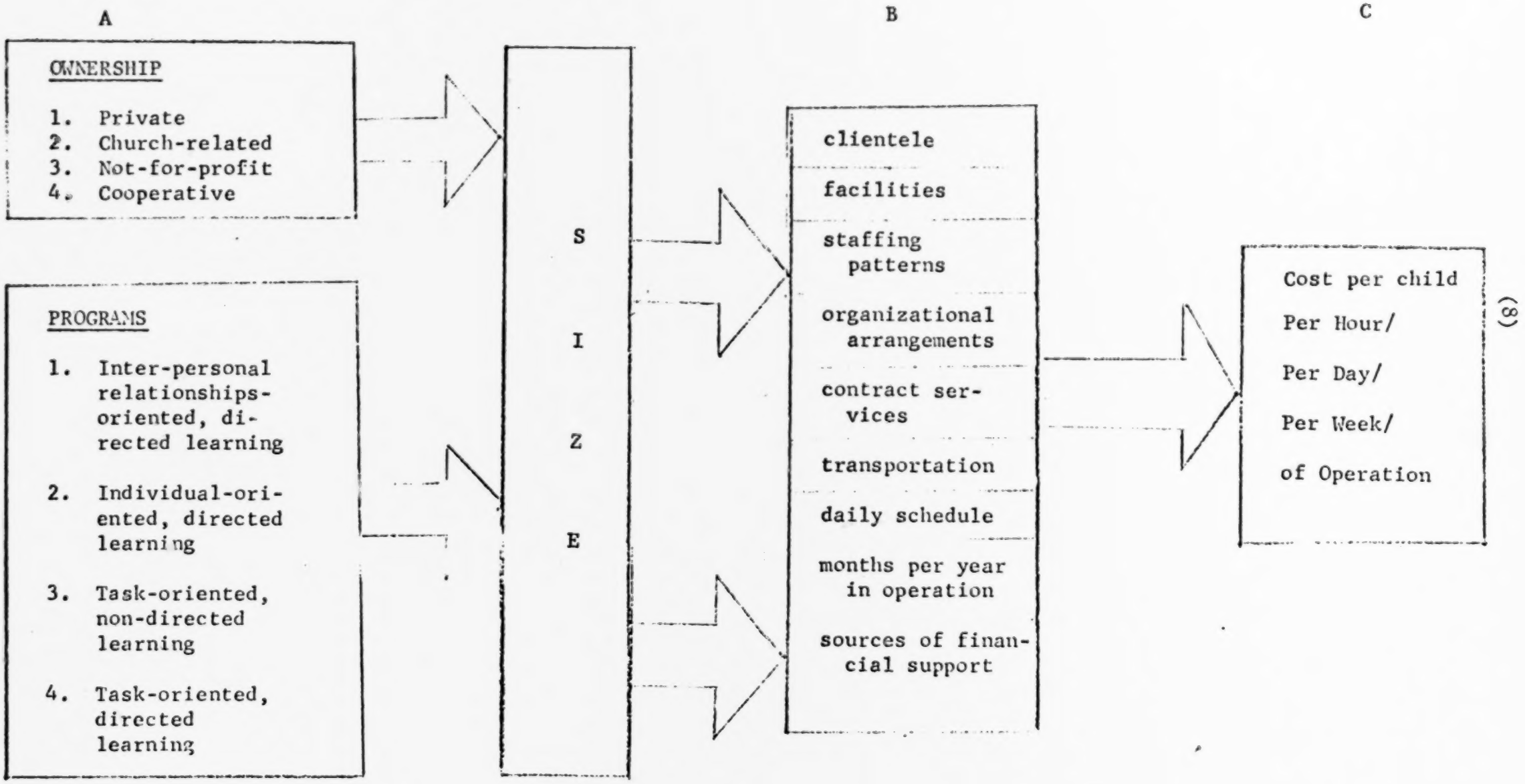
** includes 27 centers which responded to our questionnaire but did not indicate their average daily attendance

and programs are to be considered as explanatory variables, and the characteristics of clientele, facilities, staffing patterns, and organizational arrangements are to be considered dependent variables. Furthermore, it was hypothesized that these dependent variables themselves operated as explanatory variables of cost variations in day care operation. The relationships among these types of variables are shown in Illustration I, where the direction of the arrows among the variables indicates in which direction causation is considered as operating. Throughout these operations, it is necessary to guard against the possibility of spurious findings by including statistical control upon size of centers.

The hypotheses outlined above assume that the causal relationships described are uni-directional. That is, they assume that ownership and program determine clientele, organizational arrangements, staffing patterns, etc., and that these variables do not determine the ownership arrangement and program of a center. For example, when a hospital like Michael Reese establishes an individual-oriented, directed learning program, that program is likely to serve handicapped and/or emotionally disturbed children. But initiating an effort to serve handicapped and/or emotionally disturbed children does not limit that effort to a not-for-profit ownership arrangement or to an individual-oriented, directed learning program. Indeed, many programs for handicapped and/or emotionally disturbed children are privately owned or church-related, and some have task-oriented programs with directed learning, and some have individual-oriented, directed learning programs while others have task-oriented programs with non-directed learning.

It is hypothesized that the dependent variables clientele, staffing patterns, contract services, and length of operation explain a significant

Illustration I



amount of the variance in costs between centers of the same size.

The data gathered from a census of licensed pre-school day care centers in metropolitan Chicago were made machine-readable. These data were then cross-tabulated.

Initially, sixteen different ownership-auspices arrangements were run against dependent variables such as sources of income, full-time staff members with college education, the presence of central purchasing, the use of contract services, service to ethnic minorities, service to handicapped or mentally disturbed and service to the neighborhood of location. After successive tests in which categories were merged with other categories, it was found, on the basis of the dependent variables used, that four categories adequately described the sixteen types of ownership-auspices arrangements originally tested. Four categories that emerged were labelled: (1) private ownership, (2) church-related, (3) not-for-profit, and (4) cooperative. Private ownership includes individual proprietorships, partnerships, and corporations. Church-related centers were considered to be not-for-profit organizations with church affiliation. Not-for-profit is a category used to identify all not-for-profit organizations without church affiliation. Among these are centers with university affiliation, centers managed by governmental bodies, and centers managed by unions. The category titled "cooperative" is self-explanatory.

There are a variety of different ways of identifying programs. In order to disentangle the complex set of ingredients that comprise a program, classification was devised in terms of four factors: success-orientation, type of supervision, strategy for skill-developemnt and type of reward-motivation. Each of these variables was dichotomized. The two components of each being labelled as: (1) Success-Orientation: mastery of

skills/mastery of interpersonal relationships; (2) Supervision: directed learning/non-directed learning; (3) Skill Development: fixed tasks/flexible tasks; and (4) Reward-Motivation: operant conditioning/positive reinforcement (see Illustration II).

Success-Orientation was used to identify a day care center's criterion for measuring a child's developmental progress. The management and teaching personnel of all day care centers appear to hold out two primary goals for their pre-school clients: (1) the mastery of skills, and (2) the mastery of inter-personal relationships. In no case do the management and staff of individual day care centers place equal emphasis on these two objectives. It was our hypothesis that the philosophical decision as to which of these two objectives was primary would have a meaningful impact on the design and operation of a day care center's program. Hence, all day care centers were identified as stressing either the mastery of skills or the mastery of interpersonal relationships.

A second basic component of day care programs was identified as Supervision. It was observed that day care centers are characterized by either teacher-directed learning or by non-directed learning. Teacher-directed programs are currently more prevalent than non-directed learning programs, but there are a growing number of centers having non-directed learning arrangements such as those associated with the name of Montessori.

The third basic component of day care programming was identified as attitude toward Tasks. Some day care programs, particularly, but not exclusively, Montessori programs, rely upon a fixed group of tasks or routines around which learning and motor skills are developed. In contrast, many day care centers emphasize creative free-time as well as set routines.

ILLUSTRATION II

PRELIMINARY CLASSIFICATION OF DAY CARE PRO

FACTORS												
1. Success Orientation	Mastery of Skills											Mastery
2. Supervision	Directed Learning				Non-Directed Learning							Directed
3. Tasks (Motor Skill Development/Kinesiology)	Fixed Tasks		Flexible Tasks		Fixed Tasks		Flexible			Fixed Tasks		F
4. Reward - Motivation *(O=Operant and **PR=Positive Reinforcement)	*Operant	**PR	Operant	PR	O	PR	O	PR		Operant	PR	O

* An interpersonal relationship oriented program with non-directed learning would hence this set of cells would be blank. A new category was introduced here to not otherwise be accounted for.

ILLUSTRATION II

5-27-70

PRELIMINARY CLASSIFICATION OF DAY CARE PROGRAMS

Keith McClellan, Director
Day Care Cost Analysis Project
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Chicago

Skills	Mastery of Interpersonal Relationships		
	Non-Directed Learning	Directed Learning	Individualized Learning*
	Fixed Tasks / Flexible	Fixed Tasks / Flexible Tasks	Fixed Tasks / Flexible Tasks
nforcement)	O / PR / O / PR	Operant / PR / Operant / PR	Operant / PR / Operant / PR

d program with non-directed learning would produce an unstructured play environment,
k. A new category was introduced here to account for a special set of programs that could

These centers typically reward children who create their own learning and motor skill development activities.[4]

A pilot test of the program classification scheme outlined above revealed that one preliminary modification was advisable.[5] It was discovered that there were no programs oriented toward the mastery of inter-personal relationships that would admit to having non-directed learning. To do so would have placed these programs in the category of the Swedish Park-Ant programs, or worse yet would have required an admission that they have no program at all. The pilot test also revealed a small category of programs that were inter-personal relations-oriented but, at the same time, oriented to dealing with individuals. In every case, these centers were attempting to treat hard-core, emotionally disturbed pre-school children. In short, the blank cell that would normally have occurred in our factorial design, as a consequence of the unwillingness of day care center managers to admit to having an unstructured play environment, was replaced by a variable titled "mastery of inter-personal relations, individualized learning." (Illustration III)

II

One of our original hypotheses was that ownership-auspices and pro-

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[4]On-site visits to a representative sample of day care centers revealed that Montessori pre-school centers focus on learning tasks which have carry-over value for adult life, whereas child development centers focus on creative arts and play. Both Montessori and child development centers, however, encourage adult-life role modeling. By contrast, the kibbutz, as viewed by Bruno Bettelheim, permits peer group-centered role modeling to occur. See Children of the Dream (London: Macmillan Company, 1969).

[5]Reward-Motivation was the fourth basic component of day care programming identified by the project. This variable refers to a spectrum of philosophies that range from operant-conditioning to positive reinforcement. The amount of information needed to classify day care programs on this variable was beyond the scope and resources of this project. Consequently, the fourth variable was not utilized in day care program classification.

ILLUSTRATION III

HYPOTHESIS FOR CLASSIFICATION OF DAY CARE PROGRAMS

1. Ownership	PRIVATE				CHURCH-RELATED				NOT-FOR-PROFIT				COOPERATIVE			
2. Program	Task-Oriented, Directed Learning	Task-Oriented, Non-Directed Learning	Individual-Oriented, Directed Learning	Inter-personal relationships-Oriented, Directed Learning	Task-Oriented, Directed Learning	Task-Oriented, Non-Directed Learning	Individual-Oriented, Directed Learning	Inter-personal relationships-Oriented, Directed Learning	Task-Oriented, Directed Learning	Task-Oriented, Non-Directed Learning	Individual-Oriented, Directed Learning	Inter-personal relationships-Oriented, Directed Learning	Task-Oriented, Directed Learning	Task-Oriented, Non-Directed Learning	Individual-Oriented, Directed Learning	Inter-personal relationships-Oriented, Directed Learning

Each of these categories must be controlled by size to insure reliable findings.

gram would predict the costs of operating a day care center. Initially, more than forty dependent variables were cross-classified against the two proposed explanatory variables.

Differences between our four classes of programs were found in the distributions of numerous dependent variables. For example, fifty percent of our task-oriented, directed learning programs engaged in central purchasing, whereas none of the task-oriented, non-directed learning programs engaged in central purchasing and fifty percent of the individual-oriented, directed learning programs and twenty-four percent of the interpersonal-oriented programs engaged in central purchasing.

Table III

Centers Engaging in Central Purchasing By Type of Program

Type of Program	Yes		No		Unknown		Total
	%	No.	%	No.	%	No.	No.
Task Directed	50	(10)	50	(10)	0	(0)	20
Task Non-Directed	0	(0)	100	(21)	0	(0)	21
Individual Directed	50	(5)	50	(5)	0	(0)	10
Interpersonal Directed	24	(58)	64	(155)	12	(29)	242
Total							293

Differences between types of program categories occurred in the distributions of such key dependent variables as contract services for meals, transportation for field trips, transportation for pick-up and delivery, maintenance, special clientele, sources of financial support, months per year in operation, and daily schedules. (See tables in Appendix)

Cross-classifications were also made between these same dependent variables and the other of our original explanatory variables, ownership-auspices; and differences in central purchasing practices between owner-

ship-auspices categories were revealed, as shown in Table IV. For example, seven percent of the privately owned day care centers engaged in central purchasing, thirty-six percent of the church-related not-for-profit centers engaged in central purchasing, and forty-two percent of the non-church-related, not-for-profit centers engaged in central purchasing. None of the cooperative centers engaged in central purchasing.

Table IV

Centers Engaging in Central Purchasing By Ownership- Auspices

	Yes		No		Total
Ownership-Auspices	%	No.	%	No.	No.
Private	7	(5)	93	(70)	75
Church-related	36	(21)	64	(37)	58
Not-for-profit	42	(39)	60	(56)	95
Cooperative	0	(0)	100	(5)	5

Or to use another example, individual-oriented, teacher-directed programs and task-oriented, teacher-directed programs are much more likely to receive aid from state purchase-of-care grants, and grants from state courts than are inter-personal relations-oriented, teacher-directed and task-oriented, non-directed learning centers. (See Table V)

Table V

Centers Receiving Illinois Purchase-of-Care & Grants from Public Agencies And Courts By Program

Type of Program	%	No.	Total
Task-Directed	70	14	20
Task-Non-Directed	5	1	21
Individual-Directed	70	7	10
Interpersonal-Directed	17	41	242
Total			293

A successive run using ownership-auspices as the explanatory variable showed that one third of the not-for-profit centers received financial support from state purchase-of-care grants and/or grants from courts, while only thirteen percent of the private centers and eight percent of the church-related centers received such aid. None of the cooperatives reporting received state purchase-of-care and/or court support. (See Table VI)

Table VI

Centers Receiving Illinois Purchase-of-Care and Grants From Public Agencies and Courts By Ownership-Auspices

Ownership-Auspices	%	No.	Total
Private	13	12	92
Church-Related	8	5	60
Not-for-Profit	34	36	108
Cooperative	0	0	5

When the explanatory variable ownership-auspices was controlled so that centers of comparable size could be compared, there were significant statistical differences between the designated classes of ownership. For example, among centers with an average daily attendance of less than thirty children, thirty-two percent of the not-for-profit centers received state purchase-of-care grants and/or grants from courts. By contrast, only seventeen percent of the privately owned centers of comparable size received such support and only three percent of church-related centers received such support. The centers most likely to receive state support were not-for-profit agencies with average daily attendance between thirty and fifty-nine children. Forty-one percent of these centers received some type of state aid. (See Table VII)

Table VII

Centers Receiving Illinois Purchase-of-Care and/or Grants from Public Agencies and Courts By Average Daily Attendance and Ownership-Auspices

Ownership-Auspices	Average Daily Attendance 1-29 Receiving State Aid %	1-29 Receiving State Aid No.	1-29 No State Aid No.	30-59 Receiving State Aid %	30-59 Receiving State Aid No.	30-59 No State Aid No.	60+ Receiving State Aid %	60+ Receiving State Aid No.	60+ No State Aid No.	Unknown No.	Row Totals
Private	17	(5)	(25)	4	(1)	(27)	15	(4)	(23)	(10)	95
Church-Related	3	(1)	(32)	5	(1)	(20)	25	(3)	(9)	(6)	72
Not-for-Profit	32	(16)	(34)	41	(16)	(23)	14	(3)	(18)	(11)	121
Cooperative	0	(0)	(2)	0	(0)	(3)	0	(0)	(0)	(0)	5
TOTAL											293

The type of program correlated highly with special groups of clientele. For example, all of the task-oriented, teacher-directed programs currently in operation in metropolitan Chicago serve mentally retarded and/or handicapped children. Indeed, one-fourth of the clientele of each of the task-oriented, teacher-directed centers are retarded or handicapped. (See Tables VIII and IX)

Table VIII

Centers Having One-fourth or More Mentally Retarded and/or Handicapped Children Enrolled by Type of Program

Type of Program	%	No.	Total
Task-Directed	100	20	20
Task Non-Directed	14	3	21
Individual Directed	40	4	10
Interpersonal Directed	3	6	231

Another example of high correlation between service to special clientele and program classification was the correlation between individual-directed programs and centers having one-fourth or more of their clientele emotionally disturbed. (See Table IX)

Table IX

Centers Having One-fourth or More Emotionally Disturbed Children Enrolled By Type of Program

Type of Program	%	No.	Total
Task-Directed	25	5	20
Task Non-Directed	0	0	21
Individual Directed	100	10	10
Interpersonal Directed	17	4	231

The design for program classification even had predictive value in identifying service to minority groups. Fifty-five percent of the task-oriented, non-directed learning centers and fifty-one percent of the inter-personal directed centers served no one of Afro-American descent.

In contrast, eighty-eight percent of the individual-oriented, directed learning centers and seventy-five percent of the task-oriented, directed learning centers served one or more children of Afro-American descent.

When elaborated upon, the correlation between day care service to Blacks and program type is even more revealing. Only twenty percent of the task-oriented, teacher-directed programs serve more than fifteen Blacks. Only five percent of the task-oriented, non-directed learning centers serve as many as sixteen Blacks, and only eleven percent of the individual-oriented, directed learning centers serve more than fifteen Blacks. Aproximately thirty percent of the inter-personal-oriented, directed learning centers in metropolitan Chicago serve sixteen or more Blacks. (See Table X)

Table X

Centers Serving Afro-American Children By Number of Afro-Children Served and Type of Program

Type of Program	0		1-5		6-15		over 15		Total
	%	No.	%	No.	%	No.	%	No.	No.
Task-Directed	30	(6)	25	(5)	25	(5)	20	(4)	20
Task Non-Directed	55	(11)	29	(6)	15	(3)	5	(1)	21
Individual Directed	11	(1)	66	(6)	11	(1)	11	(1)	9
Interpersonal Directed	51	(106)	12	(24)	5	(10)	32	(67)	207

III

The hypothesis that a classification system based on program and ownership arrangement can be used as a predictive devise to isolate clusters of day care centers sharing similar expenditure and income patterns appears to be worthy of a field-test in which cost data are examined.

An analysis of day care costs will, of course, entail the development of appropriate units of measurement, a method of identifying and isolating exogenous costs, the determination of a basis for treating donated goods and services, and a standard procedure for allocating expenditures to appropriate functional cost categories. The test of the accuracy of these procedures will be their ability to provide insight into such matters as good management strategies, optimum sizes of day care centers, suitable fee schedules, proper ratios between indebtedness and net income, and appropriate staffing patterns.

This insight can be gained only when cost comparisons are made between comparable services. The evidence gathered to date indicates that the use of the classification system outlined above will achieve that objective.

APPENDIX

Table 1

Centers Contracting for Services Other Than Transportation (Pick-Up and Delivery of Children to and From Center) By Program

	Centers Contracting for:								
	Meals			Transportation*			Maintenance		
	Yes		No	Yes		No	Yes		No
Program	%	No.	No.	%	No.	No.	%	No.	No.
Task-Directed	45	(9)	(11)	45	(9)	(11)	20	(4)	(16)
Task Non-Directed	0	(0)	(21)	29	(6)	(15)	38	(8)	(13)
Individual Directed	0	(0)	(10)	40	(4)	(6)	40	(4)	(6)
Interpersonal Directed	9	(21)	(212)	32	(75)	(160)	18	(42)	(195)
Missing Cases:			9			7			5
Total:			293			293			293

* refers to transportation for field trips, cultural enrichment, etc.

Table 2

Centers Contracting for Services Other Than Transportation (Pick-Up and Delivery of Children To and From Center) By Ownership-Auspices

	Centers Contracting for:								
	Meals			Transportation*			Maintenance		
	Yes		No	Yes		No	Yes		No
Ownership-Auspices	%	No.	No.	%	No.	No.	%	No.	No.
Private	12	(11)	(82)	28	(26)	(67)	25	(21)	(72)
Church-Related	3	(2)	(60)	21	(13)	(49)	16	(10)	(52)
Not-for-Profit	13	(16)	(102)	42	(50)	(69)	20	(24)	(93)
Cooperative	0	(0)	(5)	0	(0)	(5)	20	(1)	(4)
Missing Cases:			15			14			16
Totals:			293			293			293

* refers to transportation for field trips, cultural enrichment, etc.

Table 3

Centers Contracting for Transportation (Pick-Up and Delivery of Children to and From Center) By Average Daily Attendance and Ownership-Auspices

	Average Daily Attendance										
	1-29			30-59			60 +				
	Centers Contracting for Transportation--Pick-Up and Delivery										
	Yes		No	Yes		No	Yes		No	Unknown	Row Totals
Ownership-Auspices	%	No.	No.	%	No.	No.	%	No.	No.	No.	No.
Private	24	(7)	(22)	32	(9)	(19)	27	(7)	(20)	(11)	95
Church-Related	9	(3)	(30)	5	(1)	(19)	36	(4)	(7)	(8)	72
Not-for-Profit	34	(17)	(33)	34	(13)	(25)	19	(4)	(17)	(12)	121
Cooperative	0	(0)	(2)	50	(1)	(1)	0	(0)	(1)	(0)	5
Total											293

Table 4

Centers Contracting for Transportation By Program (Pick-Up and Delivery of Children To and From Center)*

	Yes		No		Unknown	Row
Program	%	No.	%	No.	No.	Total
Task Directed	55	(11)	45	(9)	(0)	20
Task Non-Directed	5	(1)	95	(20)	(0)	21
Individual Directed	60	(6)	40	(4)	(0)	10
Interpersonal Directed	25	(60)	31	(174)	(8)	242
Total						293

* The small case base of three of the four programs identified does not permit a control by size.

Table 5

Number of Months Day Care Centers Operate By Ownership-Auspices And Average Daily Attendance

	Average Daily Attendance									
	1-29			30-59			60 +			
Ownership-Auspices	9 Mos. or less %	9 Mos. or less No.	10-12 Mos. No.	9 Mos. or less %	9 Mos. or less No.	10-12 Mos. No.	9 Mos. or less %	9 Mos. or less No.	10-12 Mos. No.	Unknown No.	Row Totals
Private	23	(7)	(23)	7	(2)	(26)	22	(6)	(21)	(10)	95
Church-Related	58	(19)	(14)	48	(10)	(11)	25	(3)	(9)	(6)	72
Not-for-Profit	42	(21)	(29)	11	(4)	(34)	29	(6)	(15)	(12)	121
Cooperative	100	(2)	(0)	50	(1)	(1)	0	(0)	(1)	(0)	5
Total											293

Table 6

Number of Months Day Care Centers Operate By Program*

	Months in Operation					
	10-12 Months		9 Mos. or less		Unknown	Row
Program	%	No.	%	No.	No.	Totals
Task Directed	85	(17)	15	(3)	(0)	20
Task Non-Directed	62	(13)	35	(7)	(1)	21
Individual Directed	100	(10)	0	(0)	(0)	10
Interpersonal Directed	67	(163)	32	(78)	(1)	242
Total						293

* The small case base of three of the four programs identified does not permit a control by size.

Table 7

Day Care Centers' Daily Schedules By Ownership-Auspices and Average Daily Attendance

	Average Daily Attendance																			
	1-29						30-59						60 +							
	Centers' Daily Schedules																			
	Full Day		Part Day		Special*		Full Day		Part Day		Special*		Full Day		Part Day		Special*			
Ownership-Auspices	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	Unknown No.	Row Totals
Private	44	(12)	33	(9)	22	(6)	62	(16)	15	(4)	23	(6)	38	(9)	29	(7)	33	(8)	(18)	95
Church-Related	27	(9)	61	(20)	12	(4)	28	(5)	55	(10)	17	(3)	36	(4)	55	(6)	9	(1)	(10)	72
Not-for-Profit	17	(8)	78	(36)	5	(2)	42	(14)	39	(13)	18	(6)	14	(2)	64	(9)	21	(3)	(28)	121
Cooperative	0	(0)	50	(1)	50	(1)	0	(0)	100	(2)	0	(0)	0	(0)	100	(1)	0	(0)	(0)	5
Total																				293

* Centers having more than one session per day.

Table 8

Centers' Daily Schedules By Program*

	Full Day		Part Day		Special **			
Program	%	No.	%	No.	%	No.	Unknown No.	Row Totals
Task Directed	17	(3)	67	(12)	11	(2)	(3)	20
Task Non-Directed	5	(1)	38	(8)	14	(3)	(9)	21
Individual Directed	10	(1)	70	(7)	20	(2)	(0)	10
Interpersonal Directed	37	(89)	40	(98)	15	(36)	(19)	242
Total								293

* The small case base of three of the four programs identified does not permit a control by size.

** Centers having more than 1 session per day